# **List of Abstracts**

## University of Brighton Inaugural Education Research & Enterprise Conference

## Monday June 18th 2018

## Narrative and Biographical Methods, and Pedagogy, Professional Learning and Organisational Change

**Narratives and Biographical Methodologies**

**Stig-Börje Asplund (Keynote), Institutionen för pedagogiska studier, Karlstads universitet**

***When reading one book a day is not enough. Approaching working-class men’s reader histories by integrating conversation analysis with a life story approach***

This presentation will discuss and illustrate the reader histories of a couple of working-class men by integrating conversation analysis with a life story approach. A salient feature in the men’s narratives is how they position themselves as non-readers, at the same time as they can tell that they listen to an entire audio book a day when driving a forest machine. The notion of what a reader is – and is not – that evolves in the men’s stories interacts extensively with the notion that dominates the many socio-cultural contexts in which reading occurs. In these contexts, literature is projected as both superior and threatened, leading to the perception that the reading of typographical texts is valued more highly than other, more easily digestible pleasures like film, television and computer games. Thus, these are values and notions that have surrounded, and still surround, these working-class men, and are also values that they themselves, more or less indirectly, construct and reconstruct in their storytelling here and now. Approaching these men’s narratives with a broader view of the concept of text, and through a close and detailed analysis of the interaction in the interview process, this presentation focuses on how to make robust claims about how these dominant narratives about reading and books are made relevant in the interview situations. Integrating conversation analysis with a life story approach in turn, makes it possible to write more complex and nuanced images of these men’s reader histories.

**Mark Hughes, Business School, University of Brighton**

***Technology the way forward: 29 years later***

I worked as a bank clerk between 1980 and 1984, I’d been recruited to replace Katherine who was very good at her job, but she did not have an appetite for the forthcoming technological change. In 1987 I started working at Brighton Polytechnic as a Research Assistant. Today I am a Reader in Organizational Change in Brighton Business School. In 1989 the Faculty of Arts held an exhibition entitled *Technology the way forward*. The exhibition poster captured my imagination and I acquired a copy which has hung in my home ever since.

I would like to share my reflections on technological change at this institution over the 29 years since the exhibition was held, for example, physical memos, rather than emails, black boards rather than smart boards and physical journals rather than online journals. I would like to locate these reflections in the past, present and future context of this university, considering both the external and the internal institutional context. In the eighties, the ‘leisure society’ thesis was very influential - what would we do with the leisure time resulting from the forthcoming technological change?

The process of reflecting upon my lived experience of technological change in this institution informs my expectations of a technologically enabled future for higher education. I am quite pessimistic, but that might be because I am getting older and perhaps there is a bit of nostalgia for an imagined romantic past, today I understand how Katherine felt.

**Barbara Ibinarriaga-Soltero [1] & George Jennings [2]**

**[1] Cardiff University, Wales, UK; [2] Cardiff Metropolitan University, Wales, UK**

***The Time for Biographies: Studying Pioneers of Mindfulness and Martial Arts in Mexico***

Biographical research offers a rich possibility of themes and questions for researchers in a variety of emerging interdisciplinary fields. Two rapidly expanding areas of social scientific inquiry worldwide are in meditation and martial arts – in the guise of contemplative studies and martial arts studies respectively. In contemplative studies, biographical methods have been underused in favour of methodologies borrowed from disciplines such as neuroscience and experimental psychology (e.g., brain imaging, psychological scales and cognitive tasks). Within martial arts studies, in contrast, ethnography and documental analysis have been employed widely over several decades, with a focus on the culture and history of styles. Yet this has also overlooked the lives and times of founders, leaders and pioneers of various movements and organisations. In this paper, we wish to highlight the opportunity for scholars to consider the role of biography within the range of qualitative approaches available. As a collaborative venture stemming from two distinct realms of international knowledge, we focus on one setting, Mexico, where we have started to investigate the pioneers of particular Mexican approaches to meditating and fighting. As part of a new stream of PhD research projects, Barbara’s study examines the leading figures in meditation and mindfulness practice in Mexico, while George, following his case study of Xilam, is beginning to investigate the founders of specific Mexican fighting systems. We thus present a proposal for future possibilities in our respective areas, illustrating that it is time for biographical research to join other methodological traditions at forefront of new fields.

**Jennie Jones, School of Education, University of Brighton**

***What can narrative research tell us about part-time PhD students’ changing identities during their doctoral journeys?***

My PhD explores part-time PhD students' learning journeys in UK universities in changing times, and the role that academic, professional and personal relationships and life events play in this context. One of the key research questions in this study relates to ways in which part-time PhD students’ identities change during the course of their doctoral journeys. The exploration of changing human identities has been described as “one of the central questions of social science research” (Anderson and Williams 2001, p5). I agree that Narrative research is the best way to “examine these changing forms of self as they are experienced in different contexts” (Anderson and Williams, 2001, p8). For instance, Bruner “uses narrative as an important means for discovering how we construct our lives” and McAdams “uses the life story approach to understand better the formation of identity and the role of generativity in individual lives” (Atkinson, 20017, p226: McAdams, 1985, 1993 and Bruner, 1985, 1993). Like previous researchers, I am also adopting narrative methods to research students’ identity development in HE (Parr, 2001; Thomas, 2001; House, 2001; Lunn, 2001). In this context, I am following McAdams’ life story interview methods to explore part-time PhD students developing identities and ways in which life events and relationships influence their learning journeys. In this session I will refer to these narrative methods and present preliminary findings. This will be followed by an opportunity for delegates to discuss their views on narrative research and how this relates to changing identities.

**Sarah Merritt, Brighton University Postgraduate Medical School**

***Broken by Tuesday – An Autoethnographic approach to studying the interactions between lived experience, policy and practice.***

In this paper, which describes the lived experience of being an echocardiographer within the UK NHS, the researcher uses an autoethnographic approach to describe how they have come to notice multiple disparities within the healthcare system.   
Changing conditions and practice have increased pressure on all services within healthcare. Pressure eventually necessitates a choice between doing the right thing and doing that which can be achieved. Our choices are led by our values.

Hospital policies are increasingly centred on the patient, yet the cost to the health and wellbeing of those delivering health and social care is largely ignored. Despite knowledge of the problems there is a culture of denial. This was highlighted by the Francis enquiry with regard to patient care. The researcher has observed a similar culture of denial with regard to the health and wellbeing of employees within healthcare to include issues such as job satisfaction, hierarchy and power, stress and burnout, bullying, musculoskeletal pain and leaving the profession. As resources become tighter and demand for healthcare increases with the growing population, pressure on services, and therefore employees, will only rise. It is suggested that Government drives to encourage a return to NHS work are unlikely to be successful unless the conditions of that work are improved, and that a total organisational culture change is necessary to achieve this.

**Marlon Lee Moncrieffe - School of Education, University of Brighton**

***Teaching and Learning About Cross-Cultural Encounters Over the Ages Through the Story of Britain’s Migrant Past***

The legacies of struggle and uprisings by Afro-Caribbean people standing up to White-Britain during the vicious transatlantic slave trade contributes to their sense of identity, pride and freedom (Phillips and Phillips, 1998). They are legacies argued to be related to the actions of the migrant and immigrant Afro-Caribbean people in their defiance of the racism that they faced in White-Britain post World War Two, typified for example through the Brixton Riots of 1981 (Brixton, 1981) (Gilroy, 1992; Phillips and Phillips, 1998). Whilst content on the struggle for race equality from overseas contexts are offered for study in the primary school national curriculum for history (i.e. Rosa Parks and the civil rights movement in the USA), Britain’s own historical context is curiously absent (DfE, 2013). I draw upon data and findings from my use of auto-ethnography which focused on Brixton 1981. I argue that cross-cultural/ethnic encounters between Afro-Caribbean people and White-Britain over the ages could in fact be used for developing teaching practice on race equality in support of the Equality Act (2010) and for the teaching and learning of fundamental British values (fBv) via The Prevent Strategy (2011). I use Rüsen’s (2006) ‘genetic typology’ of ‘historical consciousness’, as a lens to explain how Brixton 1981 with other examples of cross-cultural encounters in Britain over the ages could be applied in the primary school classroom and as part of Initial Teacher Education (ITE) for viewing the past to understand the present, for fostering future learning about race equality in Britain.

**Rosie Moore, School of Education, University of Brighton**

***Becoming an inclusive teacher; insights into the development of trainee teachers’ responses to diversity and difference through the lens of an international teaching placement.***

Teacher educators in the United Kingdom are required to make important decisions about how best to prepare trainees to teach in increasingly culturally, linguistically and developmentally diverse classrooms. In my own Higher Education Institute, programmes are founded on a belief that examining attitudes and beliefs is the foundation of becoming an inclusive teacher, yet it can be hard to evaluate how trainee teachers negotiate their relationship with diversity and difference.

This comparative case study probes the experiences of two trainee teachers who undertook a four-week international teaching placement, in the third year of a four-year BA (Hons) Primary Education programme.  This offered a reflective space where issues of diversity and difference were foregrounded; the intention was to discover insights into the ‘learning processes’ involved in becoming an inclusive practitioner. The project draws on a conceptual framework called the ‘Characteristics of the Inclusive Teacher’ (Villegas, A., Ciotoli, F. and Lucas, T., 2017) to frame the research. Findings identify the importance of *distance,* developing an understanding of *multiple identities* and exploring trainees’ *biographies.* It recognises that viewing learners who are different from a *deficit perspective* may be deeply entrenched as well as acknowledging the importance for trainees to begin to understand the *relationship* between *the individual teacher and the teaching context.*

**Derek Morris**, **University of Edinburgh**

***Autoethnography: The Narratives Surrounding the Embedded and Social Self***

This paper will utilise my research, which incorporates the method of autoethnography, along with the Documents of Life approach put forth by Ken Plummer as a framework. This distinct form of autoethnographic inquiry will be both dialogical and critical, as I include not only the documents that compose my life, but also the documents that narrativises others’ lives. My entry point into this exploration has been my Ph.D. where I begin by analyzing my M.Phil. thesis as a document of a different me, formed in a particular space and time. This thesis included my involvement in the 2003 Iraq War as a U.S. soldier, my life being raised on a ranch in Oklahoma, then moving abroad to multiple countries. The beginnings of the Ph.D. comprised: a noticing of memory, intertextuality, positionality and the relationship between the self and other. In this presentation I will examine these narratives through comparing and contrasting the events of the mostly forgotten Green Corn Rebellion (GCR) with my story. The GCR was an uprising of Oklahoman working-class labours in 1917 against oppressive landowners; a culmination and collapse of the site of largest socialist movement in America. By investigating the documents of life surrounding my narrative, I will continue this investigation of those individuals involved, how these social relationships developed over time and space on a micro-level, and how this relates to the macro-level. Most importantly, I will explore the reasons young people are compelled to join a fight in either the military or a movement.

**Mark Price, School of Education, University of Brighton**

***From troops to teachers: changing careers and narrative identities***

*Troops to Teachers (TtT)* is a UK governmental scheme introduced in 2013 to facilitate ex-military service personal to re-train as teachers. This study explores the narratives of a sample of new *TtT* trainees at the outset of their training and considers their motivations for career changing, potential transferable attributes and skills, aspirational teacher identities and anticipated challenges. Emerging from these rich narratives is a strong, shared commitment to the trainees’ chosen new career. Self-discipline is identified as a professional quality to take into teaching from military service, whilst maintaining discipline in the classroom is more commonly regarded as an area of concern and challenge, rather than as a transferable skill set, challenging perhaps core governmental expectations of the *Troops to Teachers* initiative. However, the importance of and a desire and commitment to continue to ‘serve’, is widely held and this provides potential for further, perhaps longitudinal study as the troops become teachers.

**Keith Turvey, School of Education, University of Brighton**

***Statistics without Stories***

What counts as evidence in education? Goldacre’s report (2013) to the UK Coalition government portrayed a disparagingly ‘cold’ picture of the state of education research, calling for education to mimic medicine with more ‘gold standard’ randomised control trials (RCTs). This paper identifies the risks of uncritical reification of a single methodological approach to inform practice; a position well established in evidence-based medicine for some years. As Tonelli wrote in 1998, responding to naive debates regarding evidence and practice, the ‘individuality of patients tends to be devalued, the focus of clinical practice is subtly shifted away from the care of individuals toward the care of populations’ (p. 1234). Calls in education for ‘what works’ often fail to ask for whom, and in what context, and for what reason or purpose? Questions that are meaningless in the absence of narrative. The shift towards the education of populations (epidemiological) rather than the education of individuals and communities has colonised the discourse of schools and schooling. I argue that a narrow framing and dehumanising of what ‘counts’ and matters as evidence in education research leads to a paralysis of pedagogical innovation in teacher development. I illustrate the need for the re-unification of stories and statistics (Bruner, 1986) in order for us to ‘move beyond (or to the side) of the main paradigms of inquiry - with their numbers, their variables, their psychometrics, their psychologisms’ (Goodson, 2016, p.89) in order to realise the potential for recontextualising and humanising evidence in education.

**Susan Young, Royal College of Art**

***Arts-Based Research, Agential Realism and Autoethnography***

Situated within an arts-based framework, my research questions how animation can be used as a medium for processing psychological trauma. My interest in this proposition stems from personal experience of using animation to cope with historical trauma. Methodologically I am combining autoethnographic animation practice (to reflexively explore personal trauma narratives), and qualitative analysis (to generate insights into how animation might help reduce trauma symptoms).

This paper examines whether an interdisciplinary approach such as this can be appropriately situated within the onto-epistemological frame of new materialism. Materialist ontology focuses less on individual bodies, ideas and things, and more on processes and the flow of affect between ‘assemblages’ – the material, social and abstract entities accruing around actions and events (Deleuze and Guattari, 1988). My own research-assemblage includes: researcher – questionnaire ­­– theoretical framework. My creativity-assemblage includes: animator – personal narrative ­­– animation experiments­ – audience. Is it possible to study these disparate bodies, ideas, memories and cognitions as an ecology of relations within an assemblage? How might each component affect, or be affected by, the others? In this presentation I discuss how my assemblages encourage a ‘rich and rhizomic flow of affect’ (Deleuze and Guattari, 1994), that promotes psychological change and facilitates new ways of thinking about animation and trauma.

**John L. Anderson, Principal Lecturer, Department of Medical Education, Brighton & Sussex Medical School, University of Brighton**

***Safeguarding Issues for Students Undertaking Research involving Narrative and Biographical Methodologies***

This presentation considers some of the issues in ensuring the wellbeing of students engaging in Narrative and Biographical research Methodologies – particularly Auto-ethnographies and Interpretive Phenomenological approaches. Examples will be given from the author’s experiences of supervising postgraduate students undertaking such projects.

Issues to be discussed will include researchers’ emotional wellbeing, confidentiality, anonymity and disclosures. Examples of issues and dilemmas will be presented and opened for discussion.

**Lis Bundock**

***Becoming a teacher and being LGBT: Negotiating the heteronormative in the primary school context***

The main focus of this small-scale narrative inquiry was to explore the experiences of LGBT teacher trainees in the primary school context during periods of school based training. This paper aims to contribute to a small body of research that examines how LGBT teacher trainees manage and negotiate their sexual identities whilst working within heteronormative primary school settings. The semi-structured interview offered the most appropriate method for data collection, allowing for the researcher to explore participants’ experiences and narratives. Five interviews were conducted, four with undergraduate trainees and one with a newly qualified teacher. Findings identified that boundaried spaces within the heteronormative school setting act as border controls to facilitate the policing of sexualities. The paper found that the ‘private and permitting’ staffroom offered freedom to disclose sexual identity and acknowledge LGBT lives. In contrast, the ‘public and prohibitive’ classroom continued to reproduce the heteronormative through the absence of LGBT visibility and the concealment strategies employed by participants. Findings revealed that agentive ‘moments of interruption’ to the heteronormative structures were dependent on participant self-belief and a sense of autonomy.

### **Pedagogy, Professional Learning and Organisational Change**

**Christian van Nieuwerburgh (Keynote), School of Psychology,** **University of East London**

***Supporting the Professional Learning of Educators through Coaching***

Christian’s talk will consider how we can best support the professional learning of educators through coaching and why more research into coaching in education is needed. His talk will draw on a range of research and issues, including results from an industry survey that was carried out in Australia.

### **Dr Alison Barnes, School of Education, University of Brighton**

## ***Enjoyment in learning mathematics: its role as a barrier to children’s perseverance in mathematical reasoning***

Mathematical reasoning requires perseverance to overcome the cognitive and affective difficulties encountered whilst pursuing a reasoned line of inquiry. The purpose of this study was to apply and research pedagogic interventions, designed to improve children’s perseverance in mathematical reasoning (PiMR) by creating productive interplay between cognition and affect. This presentation reports on children aged 10-11 from two English schools, purposively selected for their limited PiMR. The data collected, through observation and interview, related to their cognitive and affective responses and the focus of their attention, a conative component. This presentation focuses on one finding: children’s enjoyment during mathematical activity could be a barrier to PiMR. The role of enjoyment as a barrier to PiMR is presented and discussed through illustrative vignettes of children’s mathematical exploration.

**Patricia Castanheira & David Stephens, School of Education, University of Brighton**

***Mentoring for professional development in Kenya: the Strengthening education systems in East Africa: mentoring for development in pre-primary and primary education (SEMESA) project***

There is ample research on the positive impacts of mentoring for the professional learning and development of teachers. Nevertheless, there is limited evidence on mentoring in low-income countries and how this can impact both teachers’ continuous professional learning and development and teachers’ engagement with the profession. This paper will focus on the SEMESA project, a two-year project funded by the Aga Khan Foundation, which sought to establish a contextually responsive mentoring programme for pre-primary and primary teachers in two areas in Kenya. The paper will draw on the analysis of data generated from interviews with mentors, head teachers and focus groups with mentors and mentees; and will focus on the impact and significance of context in attempting to bring about educational change through research and development projects such as this.

**Aly Colman, School of Education, University of Brighton**

***School leadership and the school inspection regime: an examination of policy enactment in a coastal area of deprivation.***

The school inspection regime in England and Wales has recently increased its focus on all state schools becoming 'good' or better. Schools deemed by Ofsted to be performing below this standard receive intense scrutiny from the school inspection regime before a subsequent short notice monitoring inspection. Although all schools may receive a short notice inspection, the perceived autonomy afforded to schools that are judged by the school inspection regime to be good or better is in contrast to those which are deemed 'failing' schools and are disciplined through tighter accountability to the inspection regime.

This study examines the influence of intense scrutiny from the school inspection regime on school leadership and policy enactment. A coastal area of deprivation provides the setting for a detailed case study of school leadership in a state secondary school and a state primary school - both with recent or ongoing experience of intense scrutiny from the school inspection regime. Both Foucault and Benjamin inform the discussions that demonstrate how the school inspection regime forces a privileging of a compliant and consistent enactment of policy – a hyper enactment of policy that reduces the capacity of school leaders in the primary school to address the significant social context of the school. In this respect, the automaton replaces autonomy. By contrast, there are examples of acts of resistance undertaken by school leaders in the secondary school – leaders who are willing to place the social context of the school first. A contribution to the panoptic/post-panoptic debate is offered.

**Nadia Edmond, School of Education, University of Brighton**

***The SPIRAL project - Europeanisation, internationalisation and the UK policy context: a case study.***

The European Commission report “Supporting teacher competence development”, published in July 2013, made primary school teacher training a key priority for Europe’s educational policy. Co-funded by the European Commission within the Erasmus+ programme, the SPIRAL project brought together teacher education partners from France, Germany, Holland, Spain and the UK in a three year strategic partnership to contribute to this priority through a collaborative project to develop innovative practices. This project, launched in September 2015, took place over three years and will be completed in September 2018.

SPIRAL aimed to improve the quality of training programmes for future primary school teachers through a number of outputs and activities:

* A Situational survey on to identify existing practices of placements abroad as part of primary teacher education;
* A Common Reference Framework, bringing together and drawing out the common themes of teacher standards in the partner countries;
* An online learning platform to support the learning associated with the placements in schools abroad;
* Mobility Impact Study, using research conducted with participants in the project to
* Policy Recommendations flowing from the above.

This paper provides an account of the project and draws on the experience of the UK partner to consider the meanings attached to internationalisation and ‘Europeanisation’ in teacher education in policy and practice and on perceptions of the role intercultural competences in the development of teacher professionalism. It then reflects on the tensions between European and national policy and their relationship to practice in relation to professional learning and organisational change.

**Marie Harder, School of Computing, Engineering & Mathematics, University of Brighton**

***The Accidental Discovery of a Reliable Method to Trigger Growth Mindsets/ Transformational Learning in Groups…and other stories***

In 2008 I led an EU consortium which developed proof of principle of an approach which helped community groups develop tangible measures for aspects of their work they thought were important – things funders didn’t value. The trick? Not in developing lots of complexly defined indicators but…in getting the group to agree very specifically what they thought ‘was important’ about their work.

The final approach was to give the group a (long) list of statements that *other groups* had made about what was important to *them*. Statements not too long, short, or complex. Group members chose the ones they related to best, and explained to each other *why*. Other members responded with counter examples, until the construction of agreed statements was facilitated. These were so specific that they could easily be ‘measured’, and they were intrinsically related to daily events.

We had felt rather inconvenienced at the design research needed to get groups to explore and agree the statements: our goal had been the final measures. But our studies then showed that the workshop regularly caused transformational learning: members had fresh, strong, shared visions of future work; increased respect for self and other; common vocabularies; shifted perspectives; growth mindsets; urgent priorities. Why? We don’t yet understand that. We have published the usefulness of the final measures in environmental education, management, design, UN-ESD goals, and evaluation, but we’re only just beginning to unravel the reflexive learning, social learning, tacit-to-explicit translational learning, going on. Please come and find out how you can collaborate!

**Andy Hobson and Kathy Clements, School of Education, University of Brighton**

***Bringing mentoring ONSIDE: enhancing professional learning, development and well-being***

This paper outlines and explains the development of a holistic mentoring framework, called ONSIDE Mentoring (Hobson, 2016; Hobson, 2017). The ONSIDE Mentoring framework was designed to avert judgementoring – an internationally widespread restrictive and excessively directive and evaluative form of mentoring (Hobson & Malderez, 2013) – and to help provide effective support for mentees’ professional learning, development and well-being. While developed with a primary focus on early career teachers, the development of the framework was informed by studies of teachers of all career phases and of mentoring programmes in other professional contexts internationally, and it shares key assumptions with influential models of mentoring and theories of well-being, learning and professional learning which are not specific to the teaching profession, or to early career professionals.

In the second part of the paper, we outline a number of research and development (R&D) projects in which ONSIDE mentoring has been and is being deployed – with trainee, early career and more experienced teachers. The R&D projects include: initial training and ongoing development work for mentors in practicing ONSIDE (Off-line, Non-judgemental, Supportive, Individualised, Developmental and Empowering) techniques; formative evaluation of mentoring enactment to inform subsequent training for mentors and mentees; and research designed to capture evidence of impact, to inform the further enhancement of the mentoring programmes, and to potentially inform the further development of the ONSIDE Mentoring framework. In our paper, we will present emergent evidence of impact.

**Rachel Marks, Nancy Barclay, Páraic Treacy, Alison Barnes, School of Education, University of Brighton**

***Reviewing 15 years of research in mathematics education: continuity, change and lessons for the future***

The British Society for Research in Learning Mathematics (BSRLM) is a subject association for people interested in mathematics education research. Its tri-annual conferences offer a supportive atmosphere for new and established researchers to share research and explore pertinent issues. Post-conference proceedings provide an inclusive forum capturing the wide-ranging debates and ideas disseminated, representing a rich archive of changes and developments in mathematics education research. This presentation addresses work in progress on a commissioned review offering a critical reflection of BSRLM conference proceedings from the last 15 years. It aims to examine trends in research, highlight strengths, identify gaps and point to potential areas for future study.

The mixed-methods review will have two outcomes: i) a quantitative overview of the corpus of 783 papers published in this period and ii) a thematic report addressing trends in mathematics education research. In this presentation, we focus on the first of these. We present our coding system and methodological approach, highlighting the challenges of inter-coder reliability and working with a wide variety of papers in terms of content and style.

Early indications from our statistical overview of approximately two-thirds of the papers shows a heavy focus on empirical studies, early support for seminal projects (e.g. ICCAMS and epiSTEMe), and a strong focus on specific themes including tools/technologies and policy. There are limited papers addressing EYFS and SEND. Positively, we note a discernible improvement in the quality of papers over the 15-year period and offer suggestions to strengthen the quality and consistency of future proceedings.

**Brian Marsh, School of Education, University of Brighton**

***Teachers supporting teachers in professional learning and the development of classroom practice: The use of video mediated peer coaching***

The use of video to support teacher professional development is widespread in schools. This article considers the impact of using video as a tool to support an extended period of peer coaching support. A video mediated series of reflective coaching cycles (undertaken over a period of about 6 months) was undertaken by 12 pairs of teachers drawn from primary, secondary and further education (FE) contexts. For each pair there were separate semi structured interviews for both the coach and the teacher. Pre-project interviews occurred just before project started and focussed on prior experience and expectations. Post-project interviews considered the processes involved and a self-assessment of professional learning. The reflective discussion between the teacher and coach following each observation was audio recorded, transcribed and coded (between 2 and 6 per pair). Emerging themes were identified. The findings, common to all phases, were that effective professional learning conversations occurred which supported reflection and enhanced practice. The conditions for effective professional conversations are created. Tacit knowledge was articulated and made explicit. There were benefits for both teachers and their coaches. It appears that peer-based observation helps to scaffold the reflective process. There is evidence of metacognitive reflection and how this facilitates changes / refinements to classroom practice. The effectiveness of the scaffolding and metacognitive reflection appears to be enhanced over time thus multiple observations rather than one-off occasions are important. Communal constructivism occurs whereby teacher and coach collectively discuss, analyse and deconstruct observed practice.

**Dr Nita Muir, School of Health Sciences, University of Brighton**

***Social Capital enhances work-related learning for Nurse Educators: A case study from a European Educators Network***

This presentation offers findings from an interpretative case study that explored the practice of nurse educators within a European Nurse Education Network and the impact this had for participants. Networks are an area of practice that is generally poorly explored with minimal literature analysing the processes, value and impact of educational networks (Mujis, 2010). Nurse educators work in a complex and demanding profession which is diminishing in size and becoming isolated (McDermid et al., 2012), this situation is compounded in Europe by a lack of consistency of standards of education across countries impacting on career pathways of both novice and experienced nurse educators. This study identified the potential for professional development of nurse educators through a work-related engagement in a transnational network. More particularly, how learning occurred through the conduit of social capital that was established by the practice of such a network (Putnam, 2000). Relationships matter in social capital and this is identified as being significant, as illustrated by this quote taken from the interview data: ` It`s through being connected, that we learn, that we feel we are not on our own`.There was significant learning and development across three of the four domains of scholarly practice as defined by the scholarly activity originally identified by Boyer (1990). A qualitative case study methodology used different methods of data collection in this iterative process, beginning with a focus group of the participants in the network to collaboratively frame the study. Followed by documentary analysis of a significant sample of artefacts/documents produced by the network, these findings were then triangulated with data from eight interviews with participants of the network using a cross-case analytical framework. Recommendations are for educationalists to consider alternative forms of professional development for nurse educators to ameliorate the isolated nature of their work, and positively encourage work related learning. That in proactively creating social capital across organisations then strong alliances can be formed which are trusted and can encourage knowledge transfer, sharing of ideas and learning. Reframing infant-toddler pedagogy through a lens of professional love: Exploring narratives of professional practice in early childhood settings in England.

**Jools Page, School of Education, University of Brighton**

***Reframing infant-toddler pedagogy through a lens of professional love: Exploring narratives of professional practice in early childhood settings in England***

There is an increased international interest in how close attachment interactions with infants and toddlers are realised and interpreted by early years professionals. It is troubling for those who work in early years settings with infants and toddlers to know how best to demonstrate healthy loving attachment behaviours as an expectation of their professional caregiving role when ‘standing in for parents’. This article reports the interview findings from a mixed-methods study which examined practitioners’ views on love, care and intimacy within the English early years policy context. It draws on attachment theory and relational ethics to analyse the narratives of practice drawn from eight in-depth interviews with infant-toddler professionals to reveal the extent of their challenge as well as their beliefs about attachment and professional love. The responses highlighted the level of concern about the place of love and intimacy in nonfamilial pedagogical relationships with young children, against the backdrop of child protection and safeguarding following the global concern about infant abuse. The study suggests that there is a need to embrace an infant-toddler pedagogy to include the lens and the language of attachment and professional love, and to provide early years professionals with training and guidance on how to safely interpret these theories in their everyday practice.

**David Pedder, School of Education, University of Brighton**

***A typology of school supports for teacher learning: cultivating ecologies for innovation***

In this paper I discuss the importance of school supports for teacher learning for cultivating ecologies of innovation. A supportive ecology is one where the relationships between school practices for organisational and teacher learning and teachers’ values on those practices are a focus of a school’s critical self-evaluation and double loop learning processes. Through factor analysis of 1126 teacher survey responses about their perceptions of school practices and their values, four underlying dimensions of school supports were identified: ‘providing formal systems and supports for professional learning’, ‘performance management’, ‘social capital conditions for learning’ and ‘supporting collaboration and networking’. These dimensions of school supports or orientation to learning were used as the basis for cluster analysis. Through cluster analysis, four distinctive groupings of teachers were identified each reflecting a distinctive combination of teachers’ perceptions of school practices and values related to their school’s orientation to teacher learning: ‘highly supportive’, ‘supportive but under-networked’, ‘complacent’ and ‘under-developed and dissonant’. This new typology of school orientation to teacher learning has been developed on perhaps the largest and most extensive national survey of teachers in England conducted to date. An important conclusion from the analysis presented here is that schools in England tend to experience difficulty in leveraging dissonances between school practices for teacher learning and what teachers value in order to create policies and strategies for establishing supportive ecologies for innovation.

**Dr Simon Thompson, Dr Keith Perera, Lucy Harknett, Sally Dudley, University of Sussex**

***Myths and Realities in School-based Teacher Education – Contradictions, Contrasts and Consequences on contemporary reforms in Teacher Education in England***

This paper reports on research exploring the views of teacher educators, school leaders and beginning teachers on reforms to initial teacher education led by the Department for Education in England since 2010. Drawing upon case studies it examines how different stakeholders have engaged in teacher education, conceptualised their role in preparing new teachers and respond to shifting responsibilities for leading this process since the publication of the Coalition Government’s White Paper, The Importance of Teaching (2010). In particular it looks at the nature and impact of School Direct, a relatively new qualifying route into teaching which significantly shifts ownership of initial teacher preparation away from higher education to schools and academies where responsibility for recruitment, selection, training, assessment and subsequent employment is, in theory, driven by the needs of schools.

It examines views on the distinctive features of this training route, its advantages and challenges as well as perceptions on what impact School Direct is having on the schools themselves, University partners and the trainee teacher’s voice as well as its position during an emerging teacher recruitment crisis. Alongside others (Sebba, Kent and Tregenza, 2012) this paper suggest that patterns of engagement are mixed and whilst some institutions have seized the initiative in a school led system others are limited and are stepping back from engagement in the face of other challenges.

This paper draws upon initial survey data from different participants (beginning teachers, school based trainers, school leaders and university tutors) working or training in or with partnership schools in the South East alongside in depth interviews with school leaders, teacher educators and participants.